

**ARNG-SLC -Analyze the History of the NCO
805B-PCA99992 / Version 2.1
Effective Date Not Assigned**

SECTION I. ADMINISTRATIVE DATA

**All Course
Masters/POIs
Including This
Lesson**

Courses					
<u>Course Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>	
805B-79T4 (SLC)	2.2	ARNG Recruiting and Retention SLC (Draft)	N/A	Analysis	

POIs					
<u>POI Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>	
805B-79T4 (SLC)	2.2	ARNG-SLC-Senior Leader Course Draft 31jan14	0	Analysis	

**Task(s)
Taught(*) or
Supported**

<u>Task Number</u>	<u>Task Title</u>
None	

**Reinforced
Task(s)**

<u>Task Number</u>	<u>Task Title</u>
None	

Knowledge

<u>Knowledge Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
None			

Skill

<u>Skill Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
None			

**Administrative/
Academic
Hours**

The administrative/academic hours required to teach this lesson are as follows:

<u>Academic</u>	<u>Resident Hours / Methods</u>		
No	1 hr	0 mins	Facilitator
No	0 hrs	40 mins	Other
No	0 hrs	10 mins	Conference/Discussion
<hr/>			
Total Hours:	2 hrs	0 mins	

Test Lesson(s)

<u>Hours</u>	<u>Lesson Number Version</u>	<u>Lesson Title</u>
None		

**Prerequisite
Lesson(s)**

<u>Hours</u>	<u>Lesson Number Version</u>	<u>Lesson Title</u>
None		

**Training
Material
Classification**

Security Level: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Foreign Disclosure Restrictions

FD5. This product/publication has been reviewed by the product developers in coordination with the SMTC-RRS foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

References

<u>Number</u>	<u>Title</u>	<u>Date</u>
None		

Student Study Assignment

Read A History of the NCO.

Instructor Requirements

Qualified SGL is needed to instruct this subject.

Support Personnel Requirements

None

Additional Support Personnel Requirements

<u>Name</u>	<u>Student Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

Equipment Required for Instruction

<u>ID - Name</u>	<u>Student Ratio</u>	<u>Instructor Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
6130-01-C12-1514 - Power Supply Assembly, TYX: Battery Back Up UPS APC	1:4	1:1	No	0	No
6730-01-C07-0756 - Projector, LCD/DLP: ELP7200 Epson	0:0	1:1	No	0	No
6730-01-C13-1784 - Screen Projection, Rear/Fixed or PT: 980S Quartet	0:0	1:1	No	0	No
702101C056576 - COMPUTER, PERSONAL WORKSTATION	0:0	1:1	No	0	No
702101C161319 - COMPUTER MICRO LAP TOP PORTABLE AC	1:1	0:0	No	0	No
7520-01-186-3605 - Marker Assortment, Tube Type	1:4	4:1	No	0	Yes
7520-01-C12-6434 - Easel, portable with/without Access TY SZ AA: QRT500TE Quartet	1:8	0:0	No	0	No
7730-01-C09-7569 - Television Large Screen, with Stereo Speakers: Regza 42RV530U Toshiba	0:0	2:1	No	0	No

(Note: Asterisk before ID indicates a TADSS.)

Materials Required

Instructor Materials:

Instructor will need: A History of the NCO Book.

Student Materials:

The student(s) will need: A History of the NCO.

**Classroom,
Training Area,
and Range
Requirements**

<u>ID - Name</u>	<u>Quantity</u>	<u>Student Ratio</u>	<u>Setup Mins</u>	<u>Cleanup Mins</u>
17120-1000-20 Classroom, Gen Purpose, 1000SF, 20PN	1	1:16	5	5

**Ammunition
Requirements**

<u>DODIC - Name</u>	<u>Exp</u>	<u>Student Ratio</u>	<u>Instruct Ratio</u>	<u>Spt Qty</u>
None				

**Instructional
Guidance**

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

The instructor must be familiar with "A History of the NCO dated March 2007 and be able to articulate the information within the book to the students.

**Proponent Lesson
Plan Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
None			NO DATA

SECTION II. INTRODUCTION

Method of Instruction: Conference/Discussion
Instr Type (I:S Ratio/Qty): 79T Certified Instructor (1:16/0)
Time of Instruction: 5 mins
Instructional Strategy: Small Group Instruction

Motivator

I want you to think about the very first time you had any interaction with a NCO; was it at your local recruiter officer or basic training possibly? What were some of the things you remember from the interaction? (Instructor should share their experience with the class) As you can obviously see, even after many years that NCO left a lasting impression on you. During this lesson we will look into the history of the NCO and where it all began until present day.

Show VU:1 Analyze the History of the NCO

Show VU: 2 Living the Life of an Army NCO Video

Show VU: 3 TLO

Terminal Learning Objective

NOTE. Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Analyze the History of the NCO
Conditions:	In a classroom environment with access to A History of the NCO Job Aid.
Standards:	Students will have a better understanding of the history of the NCO and the 1SG position in recruiting.

Safety Requirements

Watch yourself around power cords and network cables on the floor.

Risk Assessment Level

None

Environmental Considerations

NOTE: Instructor should conduct a Risk Assessment to include Environmental Considerations IAW FM 3-34.5, Environmental Considerations {MCRP 4-11B}, and ensure students are briefed on hazards and control measures.

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Instructor should conduct a Risk Assessment to include Environmental Considerations IAW FM 3-34.5

Instructional Lead-in

In order for you to understand anything you must know the history behind the subject. During this class we analyze this history of the non-commissioned and the vital role we play in the US Army.

SECTION III. PRESENTATION

TLO - LSA 1. Learning Step / Activity TLO - LSA 1. Review the Beginning of the NCO

Method of Instruction: Facilitator

Instr Type (I:S Ratio/Qty): 79T Certified Instructor (1:16/0)

Time of Instruction: 1 hr

Instructional Strategy: Small Group Instruction

Media Type: PowerPoint Presentation

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

a. When you think about the term “NCO,” what immediately comes to mind?

b. What are some of the traits or qualities we look for in a good NCO?

Possible Answers: Lead by example, develop others, self development, communication, good role model, and the ability to influence.

Say: The Army defines leadership as influencing people by providing purpose, direction, and motivation, while operating to accomplish the mission and improve the organization.

c. Do these traits still apply to Recruiting and Retention? Why?

d. Can you remember a NCO that you worked for that you would follow without question? What made you feel that way?

Say: We all develop our own leadership styles as we grow as NCO's. We will now look at where and when the NCO Corps began and our proud history.

The history of the United States Army and of the noncommissioned officer began in 1775 with the birth of the Continental Army. The American Noncommissioned Officer did not copy the British. He, like the American Army itself, blended traditions of the French, British, and Prussian armies into a uniquely American institution. As the years progressed, the American political system, disdain for the aristocracy, social attitudes, and the vast westward expanses further removed the U.S. Army noncommissioned officer from his European counterparts and created a truly American noncommissioned

officer.

Each headquarters company or regiment included one sergeant major, a quartermaster sergeant, a drum major, and a fife major. Each company had four sergeants, four corporals, two drummers or fifers, and seventy-six privates.

e. During the winter of 1778, Inspector General Friedrich von Steuben helped the Army create a document to standardize NCO duties and responsibilities. What was this book called?

Answer: The Blue Book

f. The Blue book emphasized the importance of selecting quality enlisted men for NCO positions. How important is this in today's operating environment? Why?

Say: As you can see the NCO has been around for many years, with the roots being traced all the way back to 1775. The Army blended many different traditions from other countries to make what we currently have today. We will now conduct a breakout to look further into the history of the NCO throughout the United States battles.

Show VU:4 Break Out:

1. Break into your assigned groups.
2. You will be assigned a battle or topic from "A History of the NCO" and you will discuss and summarize the role of the NCO during the battle and make note of any important changes that took place with the NCO Corps.
3. You will have 10 minutes to discuss your topic and 5 minutes to brief back.

Topics:

(a) American Revolution

(b) Civil War

(c) Indian Wars

(d) World War II

(e) Vietnam

Key points for each:

(a) American Revolution

- The Blue Book

- Rank did not transfer between units

- Badge of Military Merit (precursor to the Medal of Honor), was presented to three NCO's

(b) Civil War

- NCO's led the lines of skirmishers that preceded and followed each major unit

- First official pay scale was developed

(c) Indian Wars

- Buffalo Soldiers

- Had to receive permission to marry

- NCO's wives had a hard life

(d) World War II

- New rank structure

- 1942 women were officially added to the US Army

(e) Vietnam

- Sergeant Major of the Army was introduced

- CSM position was created

Check on Learning:

Question: What was written in 1778 at Valley Forge by Inspector General Friedrich von Steuben?

Answer: Regulations for the Order and Discipline of the Troops of the United States (Blue Book)

Question: How many years did we use this regulation?

Answer: 30 years

Review Summary:

During this last hour we have discuss the begining of the NCO Core. Are there any question additional questions that you may have about the information that we have cover thus far?

TLO - LSA 2. Learning Step / Activity TLO - LSA 2. Review the 1SG Position

Method of Instruction: Other

Instr Type (I:S Ratio/Qty): 79T Certified Instructor (1:16/0)*

Time of Instruction: 40 mins

Instructional Strategy: Unassigned

Media Type: PowerPoint Presentation

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (*) is derived from the parent learning object

Show VU: 5 The First Sergeant

a. The roles and responsibilities of a First Sergeant were defined in The Blue Book as well. It read, "The First Sergeant enforced discipline and encouraged duty among troops, maintained the duty roster, made the morning report to the company commander, and kept the company descriptive book. This document listed the name, age, height, place of birth, and prior occupation of every enlisted man in the unit."

b. If the NCO's are the backbone of the Army, then the First Sergeant is the heart and soul.

The Army says the following about the First Sergeant:

"When you are talking about the first sergeant you are talking about the life-blood of the Army. There can be no substitute of this position nor any question of its importance. When first sergeants are exceptional, their units are exceptional, regardless of any other single personality involved. Perhaps their rank insignia should be the keystone rather than the traditional one. It is the first sergeant at whom almost all unit operations merge. The first sergeant holds formations, instructs platoon sergeants, advises the Commander, and assists in training of all enlisted members.

The first sergeant may swagger and appear, at times, somewhat of an exhibitionist, but he is not egotistical. The first sergeant is proud of the unit and, understandably, wants others to be aware of his unit's success.

For the first time, the title of address for this grade is not sergeant, but first sergeant! There is a unique relationship of confidence and respect that exists between the first sergeant and the Commander not found at another level within the Army.

In the German Army, the first sergeant is referred to as the "Father of the Company." He is the provider, the disciplinarian, the wise counselor, the tough and unbending foe, the confidant, the sounding board, everything that we need in a leader during our personal success or failure. The Father of the Company...

c. How has Recruiting and Retention changed since we have placed 1SG's within the TDA?

d. Does this change help or hinder? Why or why not?

e. What are your expectations from your 1SG?

Video Introduction:

Over the last two hours we have traced the roots and heritage of the Non-Commissioned Officer from 1775 to the present day 1SG in Recruiting. The roles and responsibilities from The Blue Book still hold true today and you must continue to develop and take care of your subordinates. The future of the NCO Corps depends on what you do today as a leader. This last video is from 2009, the Department of the Army Year of the NCO.

Show VU: 6 Year of the NCO Video

Show VU: 7 Leadership Quote (If your actions inspire others to dream more, learn more, do more and become more, you are a leader. John Quincy Adams)

Check on Learning: There is no check on learning

Review Summary: During this last hour we have review the position of the 1sg.
Are there any additional question you may have about the
learned activity.

Show VU: 8 TLO

SECTION IV. SUMMARY

Method of Instruction:	Conference/Discussion
Instr Type(I:S Ratio/Qty):	79T Certified Instructor (1:16/0)
Time of Instruction:	5 mins
Instructional Strategy:	Small Group Instruction

Check on Learning

Determine if the students have learned the material presented by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.

Review/ Summary

Review the learned activities.

SECTION V. STUDENT EVALUATION

**Testing
Requirements**

None

**Feedback
Requirements**

NOTE: Feedback is essential to effective learning. Schedule and provide feedback and any information to help answer students questions.

Appendix A - Viewgraph Masters

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Sequence	Media Name	Media Type
None		

Appendix B - Test(s) and Test Solution(s)

Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 805B-PCA99992 Version 2.1

Appendix D - Student Handouts

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Sequence	Media Name	Media Type
None		